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ABSTRACT

The recommendations and policy proposals of the Governor's Committee on Postsecondary Education in Georgia are summarized, and postsecondary issues for the future are identified. Many of the Committee's recommendations are specifically addressed to various state boards and commissions. Ten issues and recommended actions are specified that pertain to postsecondary goals, communication, use of public resources, adequacy of funding, effective budgeting, basic skills, and work relevant programs. The following eight goals areas (and associated objectives) are also outlined: individual development, diversity and accessibility, equitable opportunity, responsiveness, excellence, effectiveness and efficiency, communication and cooperation, and public awareness. In addition, nine concerns that the Committee heard from Georgia educators, businessmen, and others as part of a goal assessment are summarized; and Committee recommendations are presented for each concern. State policy recommendations regarding student financial aid, admissions and remediation practices, geographic access, duplication, and program planning are also offered. Finally, concerns for the future are addressed, including finance, institutional roles, access, and articulation efforts in basic skills. (SW)

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MAINTAINING PROGRESS IN GEORGIA POSTSECONDARY EDUCATION

Recommendations for Today
Concerns for Tomorrow

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Governor's Committee on Postsecondary Education

HE016185

MAINTAINING PROGRESS IN GEORGIA POSTSECONDARY EDUCATION

Recommendations for Today
Concerns for Tomorrow

DECEMBER 1982

Governor's Committee on
Postsecondary Education
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George Busbee
GOVERNOR

Dear Georgian:

Our state is fortunate to have a diversity of postsecondary institutions: strong public systems of colleges and universities and vocational-technical schools, many excellent private institutions, and a variety of proprietary schools and colleges providing career-entry training. These institutions are vital to Georgia's continued economic development and to the welfare of our citizens.

Four years ago I established the Governor's Committee on Postsecondary Education to examine the accomplishments and needs of postsecondary education from a broad, all-sector perspective. The Committee has reported the results of six major studies. This report, Maintaining Progress in Georgia Postsecondary Education, is a compilation of those studies and a preview of the postsecondary agenda in the next few years.

I commend the Committee for its success in bringing a comprehensive perspective to postsecondary education planning in Georgia. I urge all Georgians concerned with postsecondary education in our state to make responding to the issues raised in this report a priority item during the coming months and years.

Sincerely,

George Busbee

GB/jhm

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INTRODUCTION: The Work of the Committee

Four years ago Governor Busbee set in motion a comprehensive analysis of education after high school in Georgia. Under his leadership, the Governor's Committee on Postsecondary Education was formed. Its purpose is to review, analyze, and report on the accomplishments and needs of education beyond high school in Georgia, and to make recommendations regarding how the ability of the State to serve the postsecondary education needs of its citizens effectively and efficiently can be increased. The Committee's perspective includes not only the state's public vocational-technical schools, colleges, and universities but its private and proprietary institutions as well.

In June 1979, the Committee issued its first report, *Postsecondary Issues: Action Agenda for the Eighties*, which identified ten priority issues facing postsecondary education in this state. The Governor selected one of these issues, lack of statewide postsecondary goals, as the focus for the work of a new Committee -- now chaired by the Governor himself. The results of this effort were presented in *Georgia Postsecondary Education in the Eighties: Goals and Objectives* (June 1980).

With a comprehensive structure for looking at postsecondary education now available in the goals, the Committee was directed by the Governor to assess to what extent the goals were being achieved and to recommend actions for increasing goal achievement where needed. The findings of that year-long study were reported in detail in ten assessment reports and summarized in *Georgia Postsecondary Education: Where We Are and Where We Need To Be* (December 1981).

That study also revealed the need, in certain areas of concern, for guides for State postsecondary education policy that are more focused and detailed than those provided by the 1980 statement of goals and objectives. As a result, this year the Committee developed recommended State policies, and criteria for assessing the achievement of these policies, in three basic areas: student financial aid; geographic access, duplication, and program planning; and admissions and remediation practices. A report containing proposed State policies, findings regarding current policy achievement, and action recommendations was issued in each of these areas.

Now, as Governor Busbee concludes his term, it is both essential and appropriate for the Committee to put together a statement that highlights what it has learned.

First, in the following section is presented a summary of the Committee's findings during the past four years: the issues that it has identified, the goals it has developed, the assessments it has done, and the policies that it has recommended.

Second, in the concluding section of this report are presented priority concerns for the future. These represent the Committee's thinking after the four years of in-depth research behind its written reports, as well as reflecting the general knowledge and experiences gained by each member during the Committee's activities. The Committee believes these are unresolved and compelling concerns which require the attention of all important state leaders -- the new governor, the General Assembly, and the State boards that have responsibility for postsecondary education governance and administration.

This report, then, contains, the final products -- recommendations for the present and concerns for the future -- of the work that the Committee has undertaken during the past four years. But for the state to reap fully the benefits of that work, action must now be taken by others.

In particular, many of the Committee's recommendations are specifically addressed to various State boards and commissions, and the State should be assured that the products of the Committee's work receive the full attention of these agencies. Therefore, appropriate State boards and commissions have been called upon by Governor Busbee to respond formally to the recommendations addressed to them.

Governor Busbee at work with the Committee. Others (clockwise around table): Carol Thigpen, David Morgan, Dick Owens, Alton Crews, Charles Janssen, Susan Hitchcock, Herman Moore.

FOR TODAY: Summary of Committee Conclusions and Recommendations

ISSUES FOR THE EIGHTIES

Governor Busbee's first charge to the Committee was to examine postsecondary education in Georgia and identify the priority concerns of Georgians, both educators and citizens, for the coming decade. To carry out this task, the Committee heard numerous speakers at the meetings and a number of subcommittee meetings. It also conducted three surveys and held several regional conferences and hearings. The results of the Committee's work were reported in its June 1979 publication *Postsecondary Issues: Action Agenda for the Eighties.* In that report were identified ten priority issues, accompanied by an agenda for action.

A NEW PERSPECTIVE

Issue: *All sectors of postsecondary education must be recognized in statewide policy development.*

Action: Promote an expanded perception and appreciation of all postsecondary education sectors.

POSTSECONDARY GOALS

Issue: *A comprehensive statement of postsecondary goals would provide a focus for concerted action and criteria for evaluating progress.*

Action: Develop state-level postsecondary education goals to provide a framework for evaluating sectoral efforts and establishing policies and priorities for efficient resource allocation.

COMMUNICATION

Issue: *Improved cooperation and communication among institutions, associations, and state agencies should result in the sharing of scarce resources and support in common problems.*

Action: Provide a state-level forum for defining common problems, understanding mutual capabilities, and creating opportunities for cooperation among institutions and sectors.

Middle Georgia College, Cochran

EMERGING ISSUES

Issue: *The identification, description, and analysis of emerging issues would reduce crisis decision-making in postsecondary education.*

Action: Establish an on-going process for assisting state-level and institutional decision-makers in identifying and analyzing issues affecting postsecondary education.

EFFICIENT AND EFFECTIVE USE OF PUBLIC RESOURCES

Issue: *Improved forms of accountability will promote quality postsecondary opportunities for Georgia's citizens.*

Action: Develop methods of regularly assessing and reporting on the progress of postsecondary education.

ADEQUACY OF FUNDING

Issue: *Increasing economic pressures may undermine the quality of postsecondary education in Georgia.*

Action: Review and carefully consider economic trends affecting postsecondary education.

EFFECTIVE BUDGETING

Issue: *Continued development within the postsecondary area will require improved forms of administration and allocation of public funds.*

Action: Review and improve existing policies and processes for funding postsecondary education.

BASIC SKILLS

Issue: *Basic skills deficiencies of students at the entrance level are challenging traditional postsecondary education responsibilities.*

Action: Review roles of postsecondary institutions in providing basic skills instruction and improving general literacy in a democratic society.

WORK RELEVANT PROGRAMS

Issue: *Increased relevancy between postsecondary education and career and life options of students is needed.*

Action: Support new and ongoing efforts to provide balanced educational programs which include career awareness concepts.

ADVISORY COMMISSION

Issue: *An urgent need exists for a mechanism to promote cooperation, communication, and efficient data collection among all four postsecondary sectors.*

Action: Establish an advisory body which will confront the priority issues in postsecondary education which are described in this report.

GOALS FOR POSTSECONDARY EDUCATION

Responding to one of the key recommendations in its report on issues, the Governor next charged the Committee with developing "a set of statewide postsecondary education goals which respond to the needs of the people of our state." Work on this task began in August 1979. In order to assure that the goals would accurately reflect the concerns of Georgians, the goals-development process included several meetings with leaders from state government, the business and labor community, and numerous citizen groups; two statewide surveys; nine public hearings; and reports from five widely representative task forces.

From this process finally emerged a statement of eight goals, accompanied by 30 objectives and 94 indicators proposed as possible measures of goal and objective achievement. This statement was reported in the Committee's June 1980 report, *Georgia Postsecondary Education in the Eighties: Goals and Objectives.*

INDIVIDUAL DEVELOPMENT

Goal: *The intellectual, ethical, personal, and educational development of individuals to enable them to live in an effective, responsible, productive, and personally satisfying manner.*

Georgia State University, Atlanta

Objectives: Life-long opportunities for individuals to obtain knowledge, skills, attitudes, and values for living productive, satisfying lives and contributing to society.

Counseling, advisement, and other assistance to help individuals achieve their educational, career, and personal objectives in accordance with their needs, capabilities, and desires.

DIVERSITY AND ACCESSIBILITY

Goal: *Comprehensive, diversified, and accessible postsecondary educational opportunities for the citizens of Georgia.*

Objectives: A diversity of postsecondary institutions and programs, both public and private, to meet the educational needs of citizens.

An environment which encourages the preservation of the public and private segments of postsecondary education.

Geographic availability of institutions, programs, and services in areas of the state where need and demand clearly exist.

EQUITABLE OPPORTUNITY

Goal: *Equitable opportunity for individuals to participate in postsecondary education, consistent with their abilities and needs, without regard to race, sex, age, religion, ethnic origin, economic status, or handicap.*

Objectives: Fair policies, practices, and procedures.

Programs that enable and encourage participation in postsecondary education.

Demonstrated commitment to the principles of affirmative action.

RESPONSIVENESS

Goal: *Responsiveness of postsecondary education to changing needs of individuals and society.*

Objectives: Instructional, research, and service programs that adequately respond to changing individual and societal needs.

State, agency, and institutional policies that allow and encourage postsecondary education to respond to changing educational needs.

Opportunities for students, employers, and other users of postsecondary education services to influence the planning of postsecondary education programs.

EXCELLENCE

Goal: *Excellence in administration, instruction, research, and service consistent with institutional missions.*

Objectives: Well-defined institutional missions.

Faculty competence and qualifications consistent with job requirements.

Demonstrated competence of administrators and support personnel consistent with job requirements.

Sufficient faculty, professional staff, and support personnel to meet institutional missions.

Sufficient facilities, equipment, and materials to meet institutional missions.

Sufficient financial resources to meet institutional missions.

Systematic methods for ensuring the excellence of administration, instruction, research, and service.

Demonstrated competence of graduates.

Recognition of exceptional instruction, research, service, and administration.

EFFECTIVENESS AND EFFICIENCY

Goal: *The effective and efficient use of resources by public and private institutions in meeting institutional purposes.*

Objectives: Effective and efficient utilization of existing facilities.

Institutional and agency cooperation to avoid unnecessary duplication of facilities and programs in instruction, research, and service.

Effective utilization of financial resources.

COMMUNICATION AND COOPERATION

Goal: *Communication and cooperation among educational institutions, associations and agencies related to postsecondary education, business, industry, labor, and government.*

Objectives: Effective communication and cooperation among postsecondary institutions and related agencies and associations.

Effective interrelationships between postsecondary education and secondary and elementary education.

Institutional cooperation to avoid unnecessary loss or duplication of credits by students transferring from one institution or sector to another.

Effective relationships between institutions of postsecondary education and government, business, industry, and labor.

Dissemination of information about the achievement of institutional and state-level goals by postsecondary education.

Promotion of postsecondary education as an investment which yields dividends for citizens and for the state.

PUBLIC AWARENESS

Goal: *Public awareness and knowledge of the availability, quality, and benefits offered by all sectors of postsecondary education.*

Objectives: Adequate and accurate data and information about all postsecondary educational opportunities.

ASSESSING GOAL ACHIEVEMENT

At the same time that the Governor charged the Committee with developing statewide goals and objectives for postsecondary education, he also asked the group to begin assessing where the state stands in relation to the goals and to recommend "what steps need to be taken to close the gaps between where we are and where we need to be."

Having developed its statement of goals, objectives, and achievement indicators, the Committee began this task in the summer of 1980. First, with the help of a 21-member advisory group of experts from postsecondary education, State government, and business, a plan for the assessment was developed. It was decided to focus on goals and objectives that dealt with the opportunities for postsecondary education in Georgia -- especially the appropriateness of the range of opportunities, their availability, and public knowledge of them. Over the next year, the Committee gathered relevant facts in the assessment areas, using existing national and State data sources and conducting additional studies and surveys when necessary. A total of ten in-depth assessment reports were prepared, with each being sent to about 40 "outside reviewers" for comment before final Committee adoption. Overall, the assessment examined eleven objectives in six goal areas.

In December 1981 the Committee reported the results of its assessment work in *Georgia Postsecondary Education: Where We Are and Where We Need To Be.* That document listed nine concerns that the Committee had heard from educators, businessmen, and other citizens throughout Georgia. For each concern it summarized findings, concluded whether the concern was justified or not justified by the findings, and recommended actions.

DeVry Institute of Technology, Atlanta

ARE GEORGIANS AWARE OF POSTSECONDARY EDUCATIONAL OPPORTUNITIES AVAILABLE TO THEM?

The Committee found that each sector of postsecondary education had attempted to provide appropriate information about educational opportunities to all Georgia citizens. However, not enough information was available or made known about such opportunities to both counselors and the general public, and especially to certain groups such as older people and women.

The Committee Recommends That:

State-level agencies refine or develop methods of publicizing postsecondary education opportunities with regularly updated information. Specifically, Georgians need:

(1) A Directory which describes, for all postsecondary education sectors, the institutions and their programs that are state-approved or accredited by nationally recognized (by the Council on Postsecondary Accreditation or the United States Department of Education) accrediting bodies for distribution to counselors and advisors of postsecondary and secondary students, to other appropriate institutional officials, and to public libraries.

(2) A Tabloid which lists all postsecondary programs and institutions and sources of information about them, for distribution to all high school seniors and the general public.

(3) A Directory which describes information sources on occupational characteristics, supply and demand, and educational preparation, for distribution to counselors and advisors of postsecondary and secondary students, to other appropriate institutional officials, and public libraries.

Proprietary institutions accredited by nationally recognized (by the Council on Postsecondary Accreditation or the United States Department of Education) accrediting bodies should be given opportunities to participate in all college fairs, and other public events/workshops where prospective students are provided with information about Georgia's postsecondary education opportunities.

(An in-depth discussion of the findings on this topic was presented in the Committee's assessment report on Public Awareness.*)*

DO GEORGIA'S POSTSECONDARY EDUCATION INSTITUTIONS PROVIDE CITIZENS THROUGHOUT THE STATE WITH A BROAD SET OF EDUCATIONAL AND TRAINING OPPORTUNITIES?

The Committee found a diverse and comprehensive array of educational opportunities both statewide and within regions of the state. However, this diversity and comprehensiveness was limited, and overall supply/demand questions could not be answered with available information.

The Committee Recommends That:

State-level agencies increase their ability to determine if the diversity and distribution of postsecondary education programs around the state fit the needs of Georgia's citizens. Such a capacity requires:

(1) That an all-sector inventory of institutions and programs be maintained at least annually using a uniform classification system;

(2) That the existing data on numbers of program graduates be maintained and supplemented with data from private certificate or diploma institutions and all proprietary institutions;

(3) That the Georgia Department of Labor refine its collection and analysis of data on demand for employees in various occupations in order to permit annual estimates of future demand for persons with all types of postsecondary education training.

(An in-depth discussion of the findings on this topic was presented in the Committee's assessment report on Diversity and Geographic Availability of Postsecondary Programs and Institutions.*)*

IS THE FUTURE EXISTENCE OF GEORGIA'S PRIVATE INSTITUTIONS SECURE?

The Committee found that since 1965 the number of private and proprietary postsecondary education institutions had grown. In addition, the private collegiate enrollments had been increasing in the past few years. However, the widening gap between tuition costs at private and proprietary institutions on the one hand and at public institutions on the other was a matter of concern.

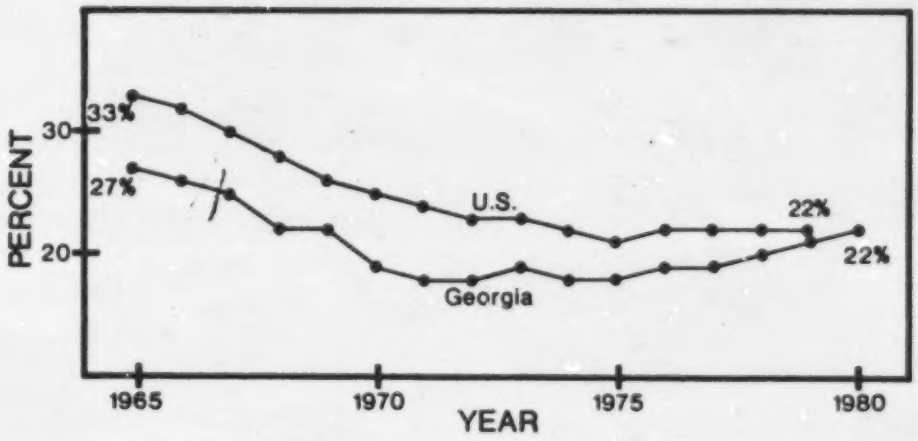
The Committee Recommends That:

Enrollment and financial data on all postsecondary education institutions be regularly obtained and analyzed for use in monitoring the health of the public, private, and proprietary sectors, as well as for use in decision-making by institutions and agencies.

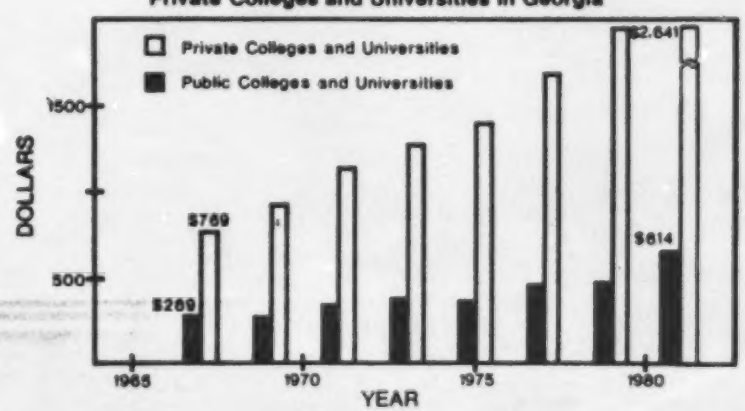
The General Assembly adopt the policy that the Tuition Equalization Grant Program be maintained at its current level relative to per-student state support of public colleges.

(An in-depth discussion of the findings on this topic was presented in the Committee's assessment reports on Preservation of Public and Private Institutions *and* Programs Encouraging Postsecondary Participation.*)*

Percent of Students in All Colleges Enrolled in Private Colleges and Universities, in Georgia and the U.S.



Average Academic-Year Tuition in Public and in Private Colleges and Universities in Georgia



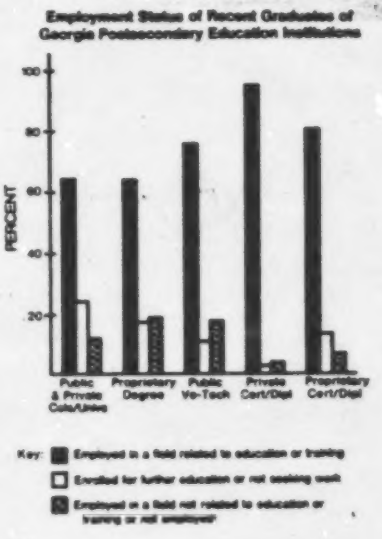
DO GEORGIA'S POSTSECONDARY EDUCATION INSTITUTIONS PROVIDE STUDENTS WITH EDUCATION AND TRAINING TO MEET THEIR CAREER NEEDS?

The Committee found that the large majority of recent graduates of Georgia postsecondary education institutions were following careers related to their education. Various measures of satisfaction indicated that employers and students were generally pleased with the quality of instructional programs.

The Committee Recommends That:

Postsecondary education institutions improve their efforts to assess and react to the changing relationships between their education and training programs and the career needs of their students.

(An in-depth discussion of the findings on this topic was presented in the Committee's assessment report on Responsiveness to Changing Needs.*)*



DO GEORGIA'S POSTSECONDARY EDUCATION INSTITUTIONS ADEQUATELY IDENTIFY AND RESPOND TO CHANGING EDUCATIONAL NEEDS?

The Committee found that, while Georgia's postsecondary education institutions recognized a need to identify and respond to the educational needs of the publics they serve, many institutions did not have adequate methods of identifying those needs. In addition, institutional provisions for systematic input by students and employers/citizens into program planning varied widely. Some institutions reported that various policies, regulations, and procedures of State agencies limited their ability to respond to new and changing needs.

The Committee Recommends That:

All multi-purpose postsecondary education institutions regularly use some formal means of assessing educational needs of their constituencies.

All postsecondary education institutions provide systematic means for student input into program planning and development.

All postsecondary education institutions provide systematic means for input by representatives employers/citizens into program planning and development.

Legislation, governance, and administration be structured on the state and local levels in such a way so as to allow institutions to respond quickly and effectively to changing educational needs.

(An in-depth discussion of the findings on this topic was presented in the Committee's assessment reports on Lifelong Educational Opportunities, Responsiveness to Changing Needs, Policies Affecting Responsiveness, *and* User's Influence of Planning.)

DO GEORGIA'S POSTSECONDARY EDUCATION INSTITUTIONS COMMUNICATE AND COOPERATE WITH EACH OTHER?

The Committee found that many Georgia postsecondary institutions communicated and cooperated with each other and were thus avoiding duplication in numerous areas of facilities, programs, and services. However, cooperation within sectors was more common than cooperation between sectors.

The Committee Recommends That:

To promote program quality and the avoidance of unnecessary duplication, Georgia's postsecondary education institutions maintain at least the currently existing level of cooperation within sectors.

The institutions seek to increase cooperative arrangements and endeavors with other sectors located in their region of the state.

In order to promote communication among all sectors, the Board of Regents and the State Board of Education expand the function and membership of the local Coordinating Committees to include, in a non-voting capacity, a representative of accredited private institutions and a representative of proprietary institutions accredited by nationally recognized (by the Council on Postsecondary Accreditation or the United States Department of Education) accrediting bodies.

(An in-depth discussion of the findings on this topic was presented in the Committee's assessment report on Cooperation to Avoid Duplication.*)*

DO GEORGIA'S POSTSECONDARY EDUCATION INSTITUTIONS PROVIDE ADEQUATE EDUCATIONAL AND CAREER COUNSELING SERVICES TO STUDENTS?

The Committee found that virtually all public and private postsecondary education institutions provided academic, personal, and career counseling and career placement services. However, except for personal counseling, these services were not found to be as effective as desirable.

The Committee Recommends That:

All Georgia postsecondary education institutions take steps to ensure the availability of systematic and effective academic counseling to all students enrolled in programs leading to a degree or other formal award. It is specifically recommended that the Board of Regents of the University System of Georgia maintain its commitment to such improvement. To all institutions, the Regent's 1980 report on Academic Advisement is recommended as a source of ideas on potential methods for improvement.

Public and private colleges and universities take steps to improve the effectiveness of their career planning and placement services.

(An in-depth discussion of the findings on this topic was presented in the Committee's assessment report on Counseling, Advisement, and Career Services.*)*

DO GEORGIA'S POSTSECONDARY INSTITUTIONS PROVIDE ADEQUATE EDUCATIONAL OPPORTUNITIES FOR THE CHANGING COMPOSITION OF THEIR STUDENT BODIES?

The Committee found that non-credit, part-time, special/remedial, and public service learning opportunities were not being adequately provided for groups of students traditionally underrepresented in postsecondary education institutions. In addition, the financial needs of students from these underrepresented groups were not met as well as other students' financial needs.

The Committee Recommends That:

Private colleges or universities having a public service mission strive to offer more programs in local areas where need and demand clearly exist, and strive to improve the effectiveness of their

community service programs.

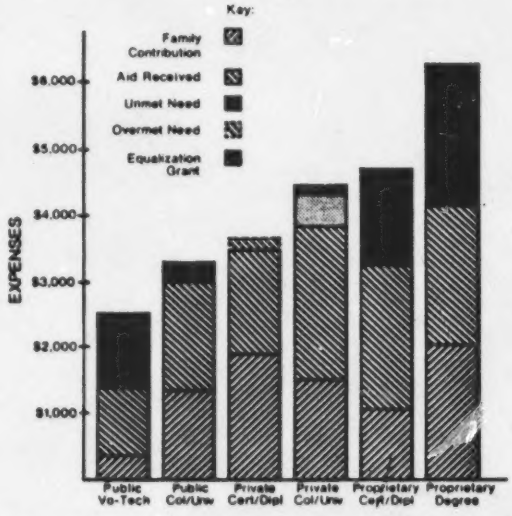
All postsecondary education institutions encourage adults over 24 to participate in programs matching their needs and interests.

All institutions offering postsecondary education programs in those parts of the state where continuing education/non-credit participation rates are low serve better the learning needs of adults over 24 through both regular credit and non-credit programs.

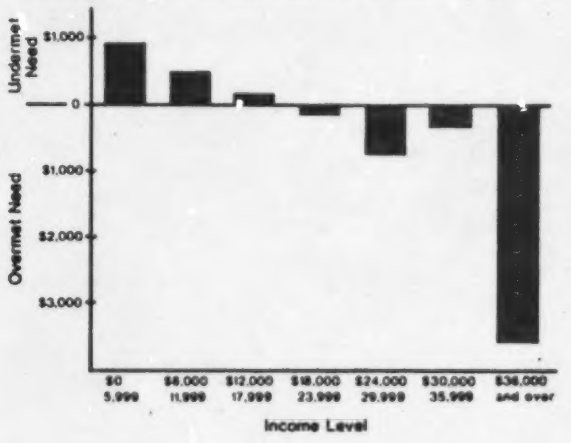
Those individuals and organizations who set criteria for receipt of financial aid, and administer financial aid distribution, design and aggressively implement eligibility criteria for financial aid programs so that the financial need of all types of students is more equally met.

(An in-depth discussion of the findings on this topic was presented in the Committee's assessment reports on Lifelong Educational Opportunities *and* Programs Encouraging Postsecondary Participation.*)*

Average Expenses, Family Contribution, Aid Received, and Unmet Need of Georgia Financial Aid Recipients 1979-80



Average Unmet Need and Overmet Need of 1979-80 Georgia Financial Aid Recipients With Different Income Levels



IS LACK OF MONEY A SERIOUS PROBLEM FOR MANY GEORGIA POSTSECONDARY STUDENTS?

The Committee found that the level of financial aid provided to Georgia postsecondary education students was inadequate and the vast majority of financial aid is from federal sources. Furthermore, there was a maldistribution of financial aid, with more needy students often not receiving as much as others.

The Committee Recommends That:

Student financial aid programs be adjusted to eliminate overmeeting of student need, and the resultant savings be made available to unmet needs of various student populations.

Students attending proprietary institutions accredited by nationally recognized (by the Council on Postsecondary Accreditation or the United States Department of Education) accrediting bodies be eligible for State Student Incentive Grants as are students attending accredited institutions in other sectors of Georgia postsecondary education.

(An in-depth discussion of the findings on this topic was presented in the Committee's assessment report on Programs Encouraging Postsecondary Participation.*)*

POSTSECONDARY EDUCATION ADVISORY COMMISSION

The Committee's 1979 Issues report had stated that a continuing advisory commission for postsecondary education was needed if the full range of issues identified were to be effectively addressed. The goals-assessment work also revealed state needs

that could best be addressed by such a commission. For example, recommended were an annual inventory of programs, expanding the collection of program graduate information to include all sectors, continual monitoring of the health of the private and proprietary sectors, and the enhancement of inter-sectoral communication and cooperation.

The Committee concluded that Georgia's long-term interests would be best served if a permanent advisory commission for postsecondary education was established. Such a body could provide a forum where statewide postsecondary issues and problems could be identified, analyzed, and evaluated, and where recommendations for improvement could be developed.

The Committee Recommends That:

The General Assembly establish in statute a postsecondary education commission, which would have advisory rather than governing authority, to collect and analyze information on postsecondary education in order to monitor the effectiveness and efficiency of Georgia postsecondary education; to report annually to the Governor, the General Assembly, and the people on the status of postsecondary education and recommend to State Government or postsecondary education steps necessary to maintain or improve the achievement of the established statewide goals by postsecondary education; and to issue such other reports as necessary to advise the Governor, the General Assembly, or postsecondary education on recommended actions in specific problem areas identified by the commission. The membership would be representative of public higher education, private higher education, vocational-technical education, proprietary education, and the general public.

Committee members (from left) Vivian Robinson, Herman Moore, and Barbara Selby

RECOMMENDED STATE POLICIES

As the Committee prepared its 1981 report on goal achievement, it concluded that the process revealed the need, in certain areas of concern, for guides for State postsecondary education policy that are more detailed than those provided by the 1980 statement of goals and objectives. As a result, since the fall of 1981 the Committee has focused on the development of recommended State policies in three basic areas: student financial aid, admissions and remediation practices, and access to and duplication of programs. In each area, the Committee developed proposed State policies and criteria for assessing achievement of the policies. After revision of the policies and criteria following a review by a number of leaders of postsecondary education and relevant State agencies, an assessment of current policy achievement in the state was carried out. Based on these findings, the Committee also identified steps that could be taken in the state to improve policy achievement.

The results of the Committee's policy development work have been reported in three publications: *New Directions for Student Aid in Georgia* (March 1982), *Balancing Educational Opportunity With Academic Quality* (June 1982), and *Balancing Geographic Access with Georgia's Needs* (June 1982). Along with recommended criteria for assessing policy achievement and assessment conclusions, these documents list the specific State policies recommended and the actions recommended for enhancing Georgia's future achievement of the policies.

Rationale for State Student Financial Aid

Recommended Policy: *The fundamental purposes of Georgia's financial aid programs should be to assist Georgia citizens who need and deserve financial help to avail themselves of Georgia's postsecondary educational opportunities; to promote the goals of comprehensive, diversified, and accessible postsecondary education opportunities for the citizens of Georgia; and to promote equitable opportunity for individuals to participate, consistent with their abilities and needs, without regard to race, sex, religion, age, ethnic origin, economic status, or handicap. These purposes should be achieved through means that maintain an environment that encourages the preservation of the public and private segments of postsecondary education and through promoting programs that enable and encourage participation in postsecondary education.*

Responsibility for the Financial Assistance of Postsecondary Students

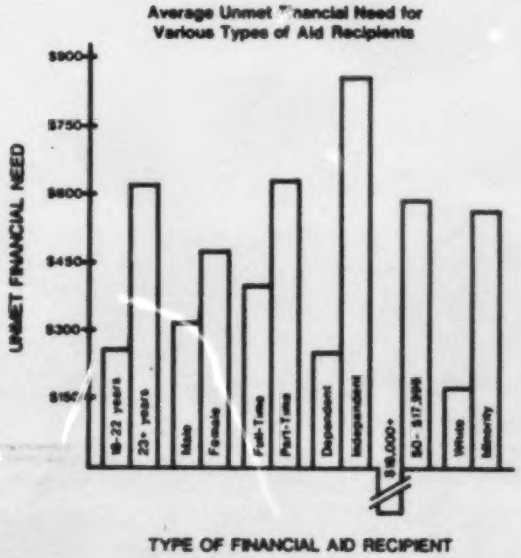
Recommended Policy: *The primary financial responsibility for student educational expenses rests with the student and his or her family. A secondary responsibility rests with governments, the private sector, and postsecondary institutions themselves to provide financial assistance in those cases where additional assistance is needed. The State should take into account, in the funding, design, and operation of its financial aid programs, the ability of students and their families to pay for postsecondary education and the types of financial assistance available from federal and local governments, postsecondary institutions, and the private sector. Taking these factors into account the State should provide significant assistance in support of students unable to meet their educational expenses.*

Actions Recommended:

The Georgia Student Finance Commission should monitor the amount of unmet need for individual financial assistance that exists in the state, taking into account all sources of student financial aid. The State should use the results of this monitoring to adjust State aid programs to reduce unmet need.

The Finance Commission could require, through the recommended monitoring system, that students with overmet need who receive State needs-based aid refund the amounts received above demonstrated need, up to the amount of State aid received, or be subject to ineligibility for any subsequent State aid.

A greater State role in the provision of general needs-based student financial aid is needed, if progress toward the equal opportunity goal is to be maintained. Expansion of the State Student Incentive Grant (SIG) program should be coupled with implementation of the recommended monitoring safeguards to better ensure the achievement of the purposes of State financial aid.



Basis for Awarding State Student Financial Aid

Recommended Policy: *The State should make the overriding emphasis of its financial aid programs the awarding of aid on the basis of financial need. This should be achieved through a general needs-based grant program. If financial need among eligible applicants from accredited institutions for general needs-based aid exceeds the available dollars, then student merit or capability, in conjunction with need, should be used to ration the available funds. In addition, the State should have a special needs-based financial aid program for students attending accredited private and accredited proprietary institutions, to complement its commitment to providing public postsecondary education equal in quality to that provided by the private segments and to promote the goal of diversity. Finally, the State should have a program of student financial aid to encourage or reward students who choose and successfully complete postsecondary programs in fields of study where critical State need exists and who agree to serve in areas of critical need.*

Actions Recommended:

The State needs to substantially increase the amount of aid provided through the SIG program.

The Georgia Tuition Equalization Grant (GTEG) program should be converted to a needs-based program but funding should remain at the 1981-82 level relative to State support of public colleges.

Students attending appropriately accredited proprietary institutions, who otherwise qualify, should be eligible for aid under a needs-based GTEG program.

The Georgia Student Finance Commission should implement a systematic method for identifying and adjusting the list of critical fields for the State Direct Student Loan (SDSL) program, and students attending appropriately accredited proprietary institutions, who otherwise qualify, should be eligible for aid under the SDSL program.

The Finance Commission should move to convert Georgia's Guaranteed Student Loan (GSL) program to a predominately needs basis with some funds continuing to be awarded on a critical field basis.

Equitable Distribution of Needs-based Aid

Recommended Policy: *The distribution systems for State needs-based financial aid should ensure that aid is awarded fairly. That is, students with differing characteristics (race, sex, age, dependency status, attendance status, income, sector participation, or regional location) who have the same amount of need, or need-merit, should be offered the same amounts of State financial aid.*

Action Recommended:

As a part of the monitoring system described above, the Georgia Student Finance Commission should investigate apparent inequities in the distribution of financial aid and report inequities in non-State aid to the appropriate awarding agencies with recommendations. In the case of inequities in the distribution of State aid, the Finance Commission should investigate the causes and revise the regulations and procedures for distributing State aid accordingly to eliminate true inequities.

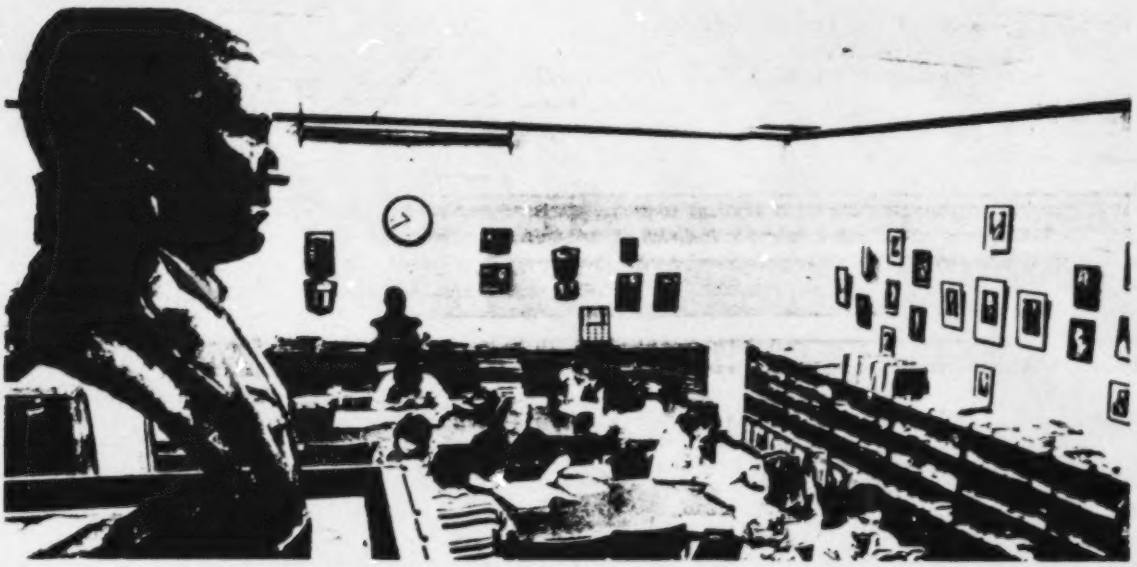
Efficient Use of State Financial Aid Funds

Recommended Policy: *While it recognizes the justification for financial assistance to postsecondary students, the State should endeavor to efficiently use State funds to help the most students with the available dollars.*

Action Recommended:

The Georgia Student Finance Commission should develop a needs-based loan program, possibly by converting the GSL program to a needs basis, and continue to employ the strategy of serving

the largest number of needy students possible with a sum sizable enough to be helpful in the SIG program.



University of Georgia, Athens

Student Eligibility for State Financial Aid

Recommended Policy: *The State's responsibility to provide student financial aid should be limited to bonafide residents who show promise of being able to benefit from postsecondary education.*

Actions Recommended:

A student should be eligible to apply for financial aid under a State of Georgia student aid program if that student has been a legal resident of Georgia for 12 months prior to the beginning of the term for which aid will be used; is a United States citizen (or is classified as a permanent resident alien); and is admitted to an accredited postsecondary education institution or, if attending, is in good standing or making satisfactory progress toward the completion of an undergraduate collegiate or vocational-technical program leading to a formal award.

Part-time students should be eligible for State financial aid and, if otherwise qualified, should receive aid on a prorated basis.

Students who otherwise meet the eligibility and basis of aid requirements and who have not used up their years of eligibility under the duration of aid policy should be eligible to receive State aid even if they have a degree.

Students attending non-public institutions approved by the proposed policy on eligible institutions, who are otherwise qualified, should be able to receive aid under the GTEG program.

Duration of Student Eligibility for State Aid

Recommended Policy: *The State should be responsible for providing student aid to bonafide postsecondary education students for a limited period of time.*

Actions Recommended:

State student financial aid should be available to eligible students for the standard full-time equivalent length of the students' program or for four full-time equivalent years, whichever is greater.

The duration of eligibility for State aid should be appropriately extended on a pro-rated basis for part-time students.

Institutional Eligibility for Student Aid

Recommended Policy: *Since the quality and standards met by postsecondary education institutions vary, the State should offer aid only to students attending those institutions which have been approved as meeting appropriate operating standards.*

Action Recommended:

Students otherwise qualified should be eligible to receive State student financial aid if they attend a non-sectarian postsecondary education institution which has been designated as "approved," "excluded," "exempt," or State operated under Georgia laws and which is accredited by a Council on Postsecondary Accreditation (COPA) or United States Department of Education(ED) recognized accrediting agency.

ADMISSIONS AND REMEDIATION PRACTICES

Coordination of High School and Postsecondary Education

Recommended Policy: *Postsecondary institutions should clearly define their expectations of high school prerequisites for admission and assist high schools in meeting those expectations.*

Actions Recommended:

All postsecondary institutions should examine their catalogs and brochures, and revise them as necessary to provide both the content and organization which can enable students to clearly identify what requirements are expected of them for entering the various levels of postsecondary education. Specifically, institutions should provide in their catalogs information on policies and procedures relative to each of the following items: (1) Minimum entrance standards, (2) entrance examination performance expected, (3) prior courses expected for general admission, (4) prior courses expected for program admission, (5) award of extra credit, (6) award of advanced standing, (7) credit by examination, (8) other credit opportunities, (9) early admissions, (10) special admissions, and (11) developmental studies programs or other remedial instruction. If an institution does not have standards and opportunities in any of these eleven areas, it should clearly state this fact.

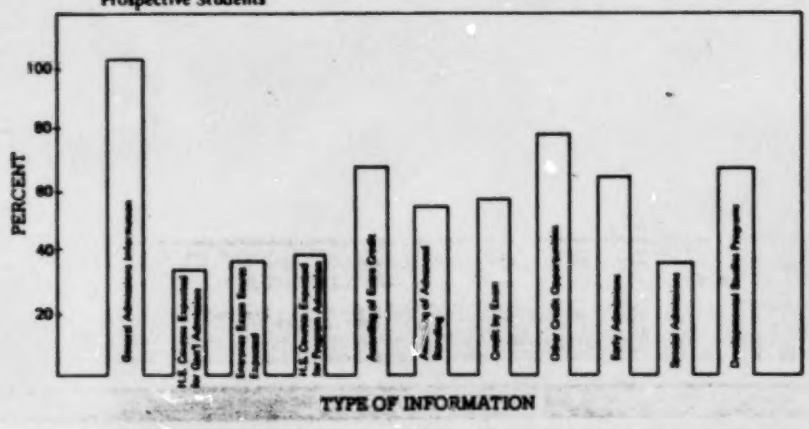
All universities and residential senior colleges, as well as the two state-administered residential vocational-technical schools, should distribute their catalogs regularly to all high schools.

The Georgia Education Articulation Committee should reexamine its policies relative to eligibility for participation in PROBE fairs and workshops. These policies should be revised as necessary to assure that prospective postsecondary students will have equitable opportunities for comparing admission requirements among institutions in all sectors which are accredited by nationally recognized (by the Council on Postsecondary Accreditation, COPA, or the United States Department of Education, ED) accrediting bodies.

All postsecondary institutions should provide feedback to Georgia high schools about the success of their graduates. In particular, all institutions should indicate to the high schools the overall grade point averages for first year students, as well as the grade point averages of students in broad subject areas – such as English, mathematics, sciences, and social sciences. While such information should not violate individual rights to privacy, it should be specific enough to identify areas of deficiencies which may relate to the high school curriculum. The Board of Regents should also expand its annual feedback report to the high schools, to include information about aggregate score results of Basic Skills Examinations taken by entering freshmen from each school.

The Board of Education/Regents Liaison Committee should develop models for cooperation between colleges and high schools for increasing the coordination of curriculum and teaching efforts and providing for a smooth transition of students from high school to college. In particular, the Liaison Committee should develop mutually agreed-upon guidelines for information

Percent of Institutional Catalogs[a] Providing Various Types of Basic Information for Prospective Students



[a]From the 129 public institutions and private/proprietary institutions accredited by nationally recognized accrediting bodies.

about student progress to be reported back to the high schools.

The Board of Education and Board of Regents should jointly determine a procedure, through testing or other means, for assessing high school students' deficiencies in skills necessary for success in postsecondary-level education.

General Admission to Postsecondary Education

Recommended Policy: *Vocational-technical schools, or vocational divisions within two-year colleges, should maintain an open door policy toward all applicants.*

Recommended Policy: *Two-year colleges should maintain minimum requirements for admission of applicants.*

Recommended Policy: *Senior colleges and universities should have admission requirements which are more extensive than those required by two-year colleges.*

Recommended Policy: *Senior colleges and universities should have the option of admitting a limited proportion of their new enrollees on the basis of criteria other than explicitly stated admission requirements.*

Actions Recommended:

The State's public postsecondary vocational-technical schools should maintain their current open admissions system for individuals over 16 years of age.

Two-year colleges should admit all applicants who have a standard high school diploma or a high school equivalency certificate.

The Board of Regents should examine its policies relative to entrance-level requirements for University System senior institutions and give consideration to raising admission standards for such institutions by means of: (1) raising the minimum high school grade point average, (2) raising the minimum SAT scores, and (3) specifying the minimum high school subjects which applicants should have. Further, the Board of Regents should modify its current policies so as to specify that students entering senior colleges and universities must have completed 16 or more units of work in an accredited or approved high school, rather than allowing them the option of graduation, completing 16 units, or satisfactorily passing institutionally-required entrance examinations.

All senior colleges and universities should specify the bases upon which special admissions requirements are authorized for non-traditional students who may have exceptional skills, experience, or aptitudes in certain fields but lack the necessary educational qualifications to meet all stan-

Albany Junior College

Georgia Southern College, Statesboro

dard admission requirements. Also, the Board of Regents should continue research to determine: needs of this particular population, the extent to which senior colleges/universities are offering such opportunities, and possibilities for broadening its current policies regarding special admissions.

Admission to Institutional Programs of Instruction

Recommended Policy: *Admission of individuals to programs of instruction should be consistent with their abilities, as measured by standard ability and achievement/skills tests and prior academic/skills performance.*

Recommended Policy: *Program admission requirements should enable students to transfer from one institution to another without loss of credit and without duplication of effort and cost.*

Actions Recommended:

All postsecondary institutions should examine their admission procedures for evaluating student abilities in relation to programs which students enter, and expand them as necessary to broaden the range of knowledge, skills, and aptitudes measured. In particular, institutions should examine, from the standpoint of overall effectiveness, the standardized tests which they are now using to determine student readiness for entering particular programs.

All institutions should examine their policies regarding the granting of academic credit for prior academic work of students. Those institutions which currently place limitations on any type of transfer credit that may be applied toward a degree or certificate at their institutions should assure that sufficient credit is given for parallel or equivalent courses.

Credit for Developmental Studies

Recommended Policy: *Developmental studies programs should be distinct from an institution's degree, certificate, and diploma programs.*

Action Recommended:

All postsecondary education institutions which provide developmental studies programs for their students should not award credit toward a degree, certificate, or diploma for work in these programs.

Planning for Phase-Out of Developmental Studies

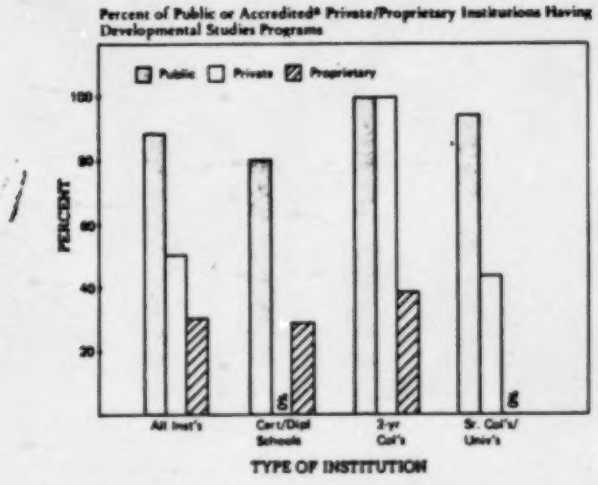
Recommended Policy: *Postsecondary institutions currently having or planning to establish developmental studies, and State agencies responsible for postsecondary academic planning and policy development, should prepare policy plans which will provide for the eventual phase-out of all developmental studies programs.*

Actions Recommended:

The Board of Regents and the Board of Education should begin immediately research that will evaluate how well developmental studies students perform after they have taken these courses. Such a study will assist the institutions in planning programs that are more efficient and effective. The Committee also encourages the private and proprietary institutions to undertake a similar examination of the effectiveness of their programs.

The Board of Regents and the Board of Education should implement the Committee's recommended policy and criteria-related activities pertaining to State policy plans for eventual termination of all developmental studies programs.

Specifically, it is recommended that as long as the need exists, developmental studies programs should be continued at two-year colleges, vocational-technical schools, and senior colleges/universities serving regions without access to two-year colleges. However, these institutions should begin immediately to develop long-range plans for gradually phasing out such programs as Georgia's secondary schools improve their evaluative procedures for measuring basic skills of students, strengthen their remedial education programs, and graduate students better prepared for postsecondary-level education. The Committee recommends that other senior colleges and universities develop plans for terminating their existing developmental studies programs as rapidly as possible.



GEOGRAPHIC ACCESS, DUPLICATION, AND PROGRAM PLANNING

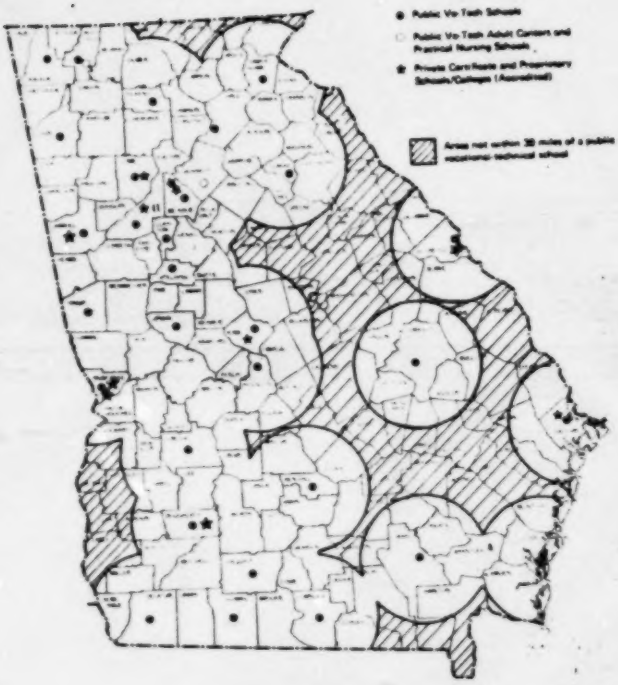
Basic Access to Postsecondary Education

Recommended Policy on Access to Vocational-Technical Institutions: *At least 95%, and preferably 98%, of all Georgia citizens should be within commuting distance of a multiprogram postsecondary vocational-technical institution.*

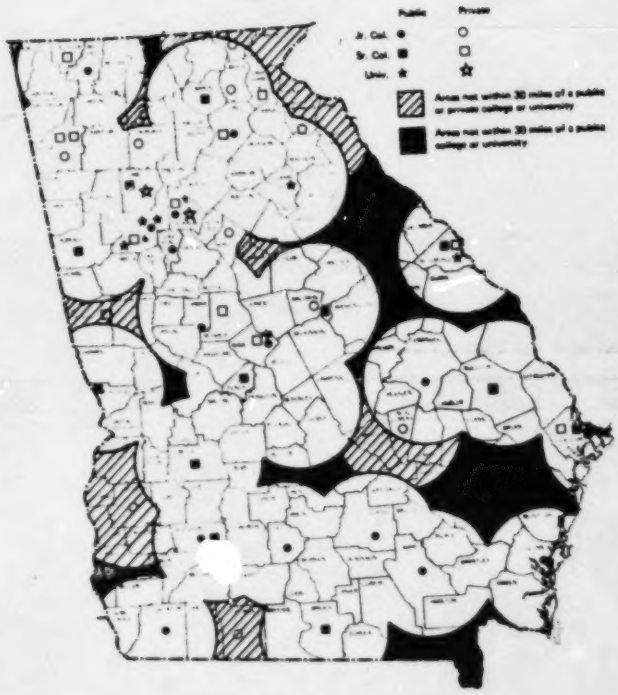
Actions Recommended:

The need for postsecondary vocational-technical education opportunities in unserved areas of the state should be met through the establishment of postsecondary vocational education centers, utilizing currently existing facilities at comprehensive high schools during non-school hours.

Access to Postsecondary Vocational-Technical Education in Georgia



Access to Colleges and Universities in Georgia
(S.A.C.S. member or candidate)



The State Board of Education should immediately initiate a study to determine the feasibility of developing vocational centers in Liberty or Wayne County to serve the area west of Savannah, in Washington or Hancock County to serve the area west of Augusta, and perhaps in Randolph, Calhoun, or Early County to serve the area west of Albany.

When, in the future, postsecondary vocational-technical schools are established apart from comprehensive high schools, the postsecondary schools should be established as components of existing or new junior or senior colleges whenever possible.

In conjunction with the implementation of the above recommendations, a study should be undertaken to recommend preferred structures of governance and administration for the proposed centers and vocational components of colleges.

Recommended Policy on Access to Collegiate Institutions: *At least 95%, and preferably 98%, of all Georgia citizens should be within commuting distance of a junior college, senior college, or university.*

Actions Recommended:

The Board of Regents should develop plans for the establishment of junior college services in the area northwest of Augusta and in the area southwest of Savannah. It is also recommended that, if an institution is established in the latter area, it include a vocational-technical component in line with the recommendations under the policy above.

The Board of Regents should immediately take specific action to monitor and encourage the offering of off-campus courses and programs in these two areas of the state.

Access to Senior Colleges and Universities

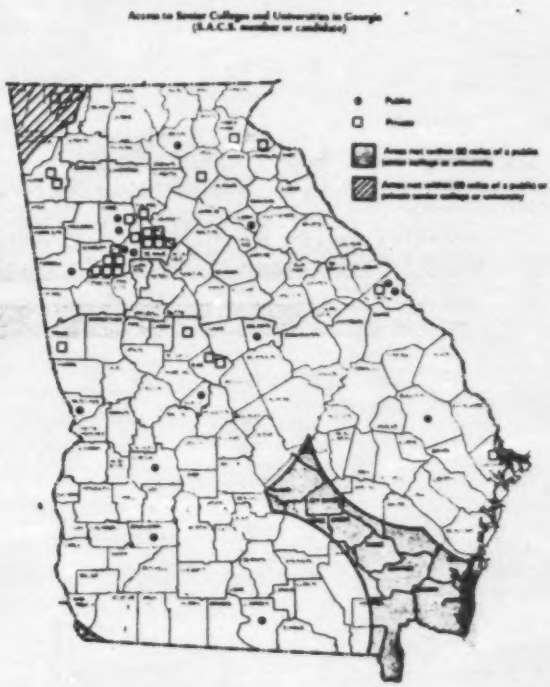
Recommended Policy: *At least 95%, and preferably 98%, of all Georgia citizens should be within extended commuting distance of a senior college or university.*

ERRATA

pp. 19, 20 — Legends for areas of low access are reversed on the maps "Access to Colleges and Universities in Georgia" and "Access to Senior Colleges and Universities in Georgia."

Areas designated "not within 30 (60) miles of a public (senior) college or university" should be "not within 30 (60) miles of a public or private (senior) college or university," and vice versa.

Recommended Policy: *Universities should be established where necessary in the state to ensure that citizens in all regions receive the benefits of such institutions – doctoral-level programs, extensive public service programs, and problem-solving research – to a degree commensurate with their need.*



Actions Recommended:

The Board of Regents should elevate one of the three junior colleges in or adjoining the unserved area in southeast Georgia – Brunswick, South Georgia, or Waycross – to senior college status, following a study of the advantages and disadvantages of each.

Until a senior college has been developed, the Board of Regents should take specific action to monitor and encourage the offering of baccalaureate and master's level off-campus courses and programs in this area of the state.

Although it was not assessed, the recommended policy on the statewide availability of the unique benefits of universities is set forth as a statement of the factors that the Committee believes should be considered in State decisions affecting the creation of additional university-level institutions. The Committee particularly recommends that these factors be considered within the statewide needs-assessment project now being undertaken by the Board of Regents.

Access to Specific Educational Programs in Substate Regions

Recommended Policy: *Most Georgians in each substate region should be within extended commuting distance of career and occupational programs at the certificate/diploma and associate-degree level for which there is sufficient continuing demand for trained personnel to support a cost-effective program.*

Recommended Policy: *Most Georgians in each substate region should be within extended commuting distance of bachelor's, master's, sixth-year, and doctoral programs for which there is sufficient continuing demand by prospective students or for trained personnel to support a cost-effective program.*

Actions Recommended:

On the basis of its findings in the fields of business, computer sciences, engineering, health, life sciences, mathematics, physical sciences, and trade and industrial occupations, the Committee believes that, in ten program categories, programs currently not offered should be available on an extended commuting basis to residents in one or more of four substate regions. Therefore, the Committee recommends that in affected regions those public, private, and pro-

prietary institutions with appropriate missions should closely examine the feasibility of offering such programs.[1]

Institutions which implement the program recommendations above should coordinate their planning with other institutions in their region. The most efficient means of enabling this coordination, in the view of the Committee, would be through the implementation of its 1981 recommendation of nonvoting representation of accredited private and proprietary institutions on the local Coordinating Committees jointly established by the Board of Regents and the State Board of Education.[2]

At the state level, the Board of Regents should, as a part of its statewide needs-assessment project, specifically request appropriate institutions to include examination of the ten program categories referred to above in their institutional assessment efforts. Similarly, the State Board of Education should encourage postsecondary vocational-technical schools in the regions mentioned to study the feasibility of offering programs in these categories.

The development of new high-technology programs in vocational-technical schools, as opposed to the strengthening of existing ones, should be concentrated in a small number of schools, perhaps in the "model" school proposed in the interim report on advanced technology in the vocational-technical schools prepared at Georgia Tech under contract from the State Department of Education. Otherwise, further establishment of such new programs should be held until the results of the initial programs become evident.

Availability of Specific Educational Programs To Meet Statewide Needs

Recommended Policy: *Career and occupational programs at the certificate/diploma and associate degree level for which –statewide or in unserved substate regions – there is sufficient continuing demand for trained personnel to support a cost-effective program should be available at one of the institutions in the state having residence facilities or readily available off-campus housing.*

Recommended Policy: *Bachelor's, master's, sixth-year, doctoral, and first-professional (such as M.D. and J.D.) programs for which – statewide or in unserved substate regions – there is sufficient continuing demand by prospective students or for trained personnel to support a cost-effective program should be available at one of the institutions in the state having residence facilities or readily available off-campus housing.*

Actions Recommended:

On the basis of its findings in the fields of business, computer sciences, engineering, health, life sciences, mathematics, physical sciences, and trade and industrial occupations, the Committee believes that, in at least 8 and perhaps up to 25 program categories,[3] programs are needed in Georgia to serve students who do not have such programs available to them on a commuting basis. To meet the needs of these Georgians, such programs must be established at institutions with residential facilities or with readily available off-campus housing. Therefore, the Committee recommends that appropriate public, private, and proprietary institutions should closely examine the feasibility of offering programs in these program categories.

Institutions planning the establishment of programs to serve a statewide demand should make these plans in full awareness, to the degree possible, of similar activities by other institutions. A state-level advisory commission on postsecondary education, such as that recommended in

[1] The Committee publication *Balancing Geographic Access with Georgia's Needs* identifies the specific programs and regions.

[2] Governor's Committee on Postsecondary Education, *Georgia Postsecondary Education: Where We Are and Where We Need To Be*, p. 13.

[3] The Committee publication *Balancing Geographic Access With Georgia's Needs* identifies the specific program categories.

the Committee's 1981 report,[4] could facilitate this process by serving as a clearinghouse regarding the program planning activities of Georgia's public, private, and proprietary postsecondary education institutions.

The Board of Regents should specifically address, in its current statewide needs assessment project, the feasibility and means of meeting the program needs referred to above. Similarly, the State Board of Education should encourage appropriate institutions under its jurisdiction to study the feasibility of offering programs to meet these needs.

New Program Development

Recommended Policy: *With few exceptions new programs proposed to meet the need of a substate region (described in the policies on program access in substate regions) should be developed only if the requisite level of demand for trained personnel or by prospective students exists and cannot be fully met by programs already serving that region.*

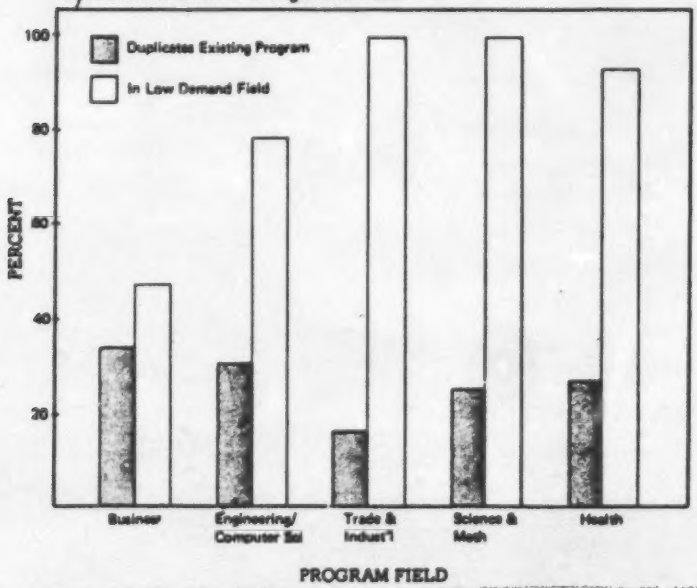
Recommended Policy: *With few exceptions new programs proposed to meet a statewide need (described in the policies on program availability to meet statewide needs) should be developed only if the requisite level of demand for trained personnel or by prospective students exists and cannot be fully met by programs already serving the state. Any such programs should only be established at institutions having residence facilities or readily available off-campus housing.*

Actions Recommended:

The Board of Regents and the State Board of Education should set tighter standards for the approval of new programs.

In order to assist the implementation of the preceding recommendation, the Board of Regents should ensure that the development of appropriate program demand information, such as that referred to in the recommended policies on program access, is included in its statewide needs-assessment project and that these data are updated annually. Similarly, the Georgia Department of Education should continue to refine its work in the area of developing and utilizing demand data in program planning.

In Selected Fields, Percent of New Programs[a] Authorized for Public Institutions (June 79-November 81) That Duplicate Existing Programs in Their APDC Region or Are in Fields With Low Regional Demand



[a]Based only on programs for which demand data was available (83%). Does not include DeKalb College.

[4]Governor's Committee on Postsecondary Education, *Georgia Postsecondary Education: Where We Are and Where We Need To Be*, p. 20.

A state-level advisory commission on postsecondary education, such as that recommended in the Committee's 1981 report, [5] could facilitate the development of such data by serving as a central point of communication regarding the work in this area by the Board of Regents, the State Board of Education, and the Georgia Department of Labor. In addition, it could assist in the program approval process by maintaining and providing to these Boards information on programs available at all institutions in the state, including private and proprietary institutions.

Relationship of Institutional Missions and Programs

Recommended Policy: *The programs at each institution should be congruent with the institution's mission statement; and the mission of certificate and diploma, junior, senior, and university-level institutions should be clearly differentiated.*

Actions Recommended:

Institutions should examine the specificity of their mission statements and revise them as necessary to provide a clearer guide to institutional role and focus.

The Board of Regents should examine the missions of its institutions, particularly junior and senior colleges, regarding whether the roles of the institutions at these levels need to be more differentiated, and the Board should revise as necessary the policies that guide institutional preparation of mission statements.

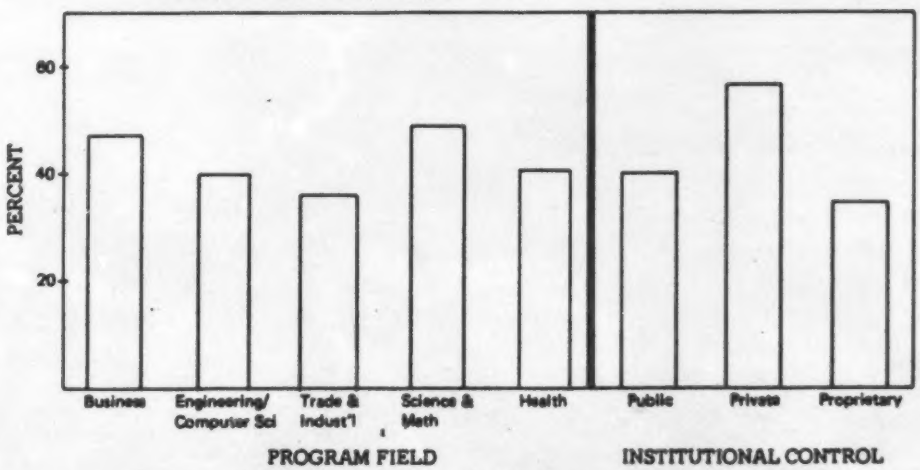
Continuation of Existing Programs

Recommended Policy: *Programs that are not required to meet the policies on access to institutions and programs should be monitored annually to determine if their productivity and quality relative to their cost is sufficient to warrant continuation.*

Actions Recommended:

The Board of Regents and the State Board of Education should strengthen policies in the area of minimum productivity standards for the continuation of existing programs relative to institutions under their jurisdiction. Such policies should include standards regarding 1) number of graduates, 2) enrollment, 3) program quality, and 4) per-student program cost.

Low-Productivity Programs[a] as Percent of All Programs in Selected Fields at Public, Private, and Proprietary Institutions



[a]Programs with an annual average of fewer than 2 (doctoral level), 3 (other graduate programs), 5 (bachelor's), or 7 (associate or certificate) graduates.

[5]Governor's Committee on Postsecondary Education, *Georgia Postsecondary Education: Where We Are and Where We Need To Be*, p. 20.

The policies should also specify the period of time programs have to meet these standards. They should also clearly state the circumstances under which statewide or substate-region need would justify the continuation of a program otherwise not meeting these standards.

The State Board should study closely whether similar standards should also be developed for continuing State approval of programs at private and proprietary colleges and postsecondary schools under the jurisdiction of the Department of Education's Division of Standards and Assessment.

Public and Private Role in Meeting Postsecondary Education Needs

Recommended Policy: *It is the responsibility of the State of Georgia to ensure that postsecondary education programs are available to Georgia citizens as called for in the preceding policies. Where minimum institutional or program access is not provided by public institutions, the State should – through appropriate student financial aid programs, by developing cooperative programs, and/or by contracting – provide public access at a reasonable cost to needed programs that are available at appropriately accredited private or proprietary institutions.*

Actions Recommended:

New programs and program modifications should be implemented which will further financially assist the residents of the state to attend private or proprietary institutions or specific programs at such institutions in those cases when their geographic access to specific high-demand programs, as called for in the recommended access policies, is limited to private or proprietary institutions or programs at these institutions. Eligibility for such assistance should be limited to institutions accredited, as other than correspondence schools, by nationally recognized (by the Council on Postsecondary Accreditation or the U.S. Department of Education) accrediting agencies. Specifically, it is suggested that:

(1) The modifications to the Georgia Tuition Equalization Grant (GTEG) program proposed in the Committee report *New Directions for Student Aid in Georgia* be implemented.

(2) The State develop a program, utilizing contracts administered through the Southern Regional Education Board, that would enable Georgians who live in counties that are not entirely within 60 miles of public institutions offering programs in program categories warranted by demand in their substate region (as defined in the recommended policy on access to programs in substate regions) but that are within 60 miles of appropriately accredited private or proprietary institutions having such programs to attend these programs at reduced cost.

Planning for Future Needs

Recommended Policy: *Postsecondary education institutions and State agencies responsible for governing and planning for postsecondary education should prepare plans that project institutional program and facility development in light of state needs and goals, in order to assist decision-making at the institutional, governing board, legislative, and executive levels.*

Actions Recommended:

The Board of Regents should, either as a part of or as a follow-up to its statewide needs-assessment project, require University System institutions to submit to it five-year projections of program and facilities development. In addition, the Regents should develop a Systemwide five-year plan. The institutional and System plans should be updated annually and fully reassessed and revised every five years.

The State Board of Education should increase the input of public postsecondary vocational-technical schools into its master planning efforts by requiring these institutions to submit annually five-year projections of program and facility development. In addition, the statewide master plan should be formally updated on an annual basis, and this update should be a part of an expanded section on program and facility development in the annual State Plan for the

Administration of Vocational Education. This section should contain projections for a five-year period.

A state-level advisory commission on postsecondary education, the establishment of which was recommended in the Committee's 1981 report,[6] should be charged with forming a task force of Regents, State Board, and private and proprietary institution personnel to develop a common format for basic information to be included in the five-year projections recommended for submission by public institutions as described above. Private and proprietary institutions should be requested to submit projections using this format to the advisory commission.

The advisory commission should be formally charged with compiling the recommended annual plans of the Board of Regents, the Board of Education, and private and proprietary institutions and preparing an overview of the relationship of these plans to state goals and needs in post-secondary education. The commission should annually report its findings, with recommendations as needed, to the Boards, the Governor, the Legislature, and the institutions.

[6]Governor's Committee on Postsecondary Education, *Georgia Postsecondary Education: Where We Are and Where We Need To Be*, p.20.

these services.

The State needs to make sure that actions are taken that will reduce the dollars that have to be spent to teach high school skills to postsecondary students. In addition, it needs to be certain that the postsecondary schools are finding out whether these developmental studies programs are working and that they will be able to know when, because of actions being taken in the high schools, the programs are no longer needed.

Truett-McConnell College, Cleveland

EXCELLENCE

Now more than ever, excellence at all levels of postsecondary education is a necessity for Georgia. If Georgia is to maintain its emergence as the hub of the Southeast, excellence in postsecondary education is required. Excellence is needed if the state is to continue to produce the leadership -- social, professional, political -- it must have.

But the jury is still out regarding whether Georgia has the excellence it needs. There are encouraging signs. Graduates of Georgia postsecondary schools are rated good by employers and recruiters. Most graduates appear to be fulfilling their aims in attending education after high school. More students are attracted to Georgia colleges from out of state than leave to attend schools elsewhere. One of Georgia's public universities is among the country's leaders in attracting National Merit Scholars.

On the other hand, the Committee has heard citizens question the excellence of Georgia's postsecondary colleges and schools. Leading administrators at one university have expressed fears that not enough money is available to allow it to maintain the quality of its programs. Vocational-technical schools worry about replacing out-dated equipment. Many programs at postsecondary schools and colleges produce very few graduates, thus raising the question of whether the State's resources are being spread too thinly to support excellence.

The State needs to assure itself and its citizens that the postsecondary education programs it supports and authorizes, both in public and in private and proprietary institutions, are

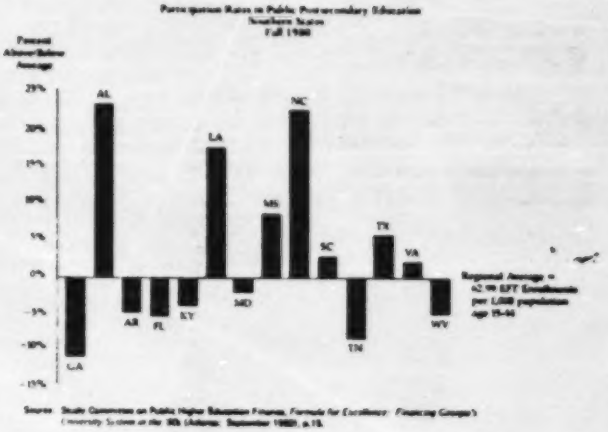
Sam Creech, carpentry student at Pickens Tech, [illegible] by Georgia Chamber of Commerce President [illegible] for winning the 1982 Georgia Occupational Award [illegible] Leadership

providing Georgians with a quality education. It needs to know that the level of excellence required for a strong future exists. In *Balancing Geographic Access with Georgia's Needs*, the Committee recommended ways the State can help assure that programs necessary to meet its citizens' needs are available where they are needed and that unnecessary duplication is discouraged. A similar study is needed to propose policies that will ensure program quality; to examine the excellence of existing programs; and to recommend better ways, if needed, to monitor excellence or to make people more aware of the results of current monitoring procedures.

PARTICIPATION IN POSTSECONDARY EDUCATION

In comparison with the state's population, the number of full-time-equivalent students at Georgia postsecondary institutions ranks near the bottom of Southern states. In fact, information gathered by the Study Committee on Public Higher Education Finance showed participation in postsecondary education at the bottom, when enrollments were compared to the young-adult population (ages 15 to 44), and that group expressed special concern over this finding.

The Governor's Committee shares this concern. These figures are particularly disturbing at a time when Georgia is competing to get its share of the industries relocating to the Sun Belt. Industries report that the availability of a well-trained workforce and of opportunities for further education and training for workers are key factors in decisions about locating plants and headquarters.



The causes of this low participation rate are unclear. Factors that might be related include the availability of counseling and information to high school students and the general public, geographic accessibility of colleges and vocational-technical schools, tuition levels and the availability of student financial aid, the basic structure of postsecondary education in Georgia in terms of institutional roles and admissions standards, and the cultural and economic make-up of the state's population itself. Although approached from a different perspective, information in some of these areas has already been gathered by the Committee. However, it showed no obvious causes of this situation. Apparently, finding answers will require a focused investigation of this question.

The State needs these answers. Furthermore, it needs to know whether this low participation rate is really a problem. Not everyone agrees that it is. For example, some policy analysts suggest that this lower participation rate may be balanced by a higher postsecondary graduation rate. Finally, if it is a problem, the State needs to know what can be done about it. Finding answers to these questions is necessary to ensure that the State can take steps to maintain its economic progress.

STUDENT FINANCIAL AID

The match between who gets financial aid to attend college or postsecondary vocational-technical school and who needs financial aid to attend these institutions is poor. The difference between the amount of money students have available to pay for their expenses while in school – money from their parents, themselves, and financial aid programs – and the amount they need varies considerably among different types of students. For example, the difference between money available and money needed is about $350 more for students over 22 than for those 18 to 22, $200 more for part-time students than for full-time students, $400 more for minority students than white students, and $1,000 more for students with family incomes under $18,0 than for those with incomes $18,000 or higher.

Furthermore, while most students receive less aid than they need, some receive more than they need. In fact, in th 1979-80 school year, 70% of the Georgia students who applied for financial aid on the basis of need received a total of $28,000,000 less than they needed, while 23% received $11,000,000 more than they needed. Only 7% received an amount of financial aid that matched their need exactly.

Finally, the total amount of aid available to Georgia students is not large enough to meet their needs, by about $17,000,000. In addition, this gap will increase dramatically as the proposed cutbacks in federally funded aid programs are implemented.

Seeing these obvious problems, the Committee has proposed, in *New Directions for Student Aid in Georgia*, comprehensive student aid policies for the State. These policies particularly emphasize the importance of ensuring an effective and efficient aid structure, one in which aid is more likely to go to the students who deserve it, because of need or merit. In part because of the findings in that report and an earlier Committee study, a Legislative study committee has been established to look at certain aspects of Georgia's student aid system.

A new governor needs to make sure that these reports do not get shoved aside and that changes in State-aid programs are made that respond to these problems. So far, study and discussion in Georgia of student financial aid has focused on aid for students at the bachelor's degree level and below. Major changes are also occuring in federal assistance programs for graduate students; as a result, a similar analysis of aid programs for those students may also be needed.

FUNDING AND BUDGETING

The appropriation of State dollars affecting postsecondary education is not a single legislative budget decision. Instead, relatively separate decisions are made for several items -- including the Board of Regents (for the University System of Georgia), the State Department of Education (for postsecondary vocational-technical schools), a number of student financial aid programs (which have a significant impact on private institutions and the potential for impact on proprietary schools and colleges), and contracts through the Southern Regional Education Board with private and public out-of-state colleges and universities to support access of Georgians to certain programs. Budget decisions in each of these areas are made only after each program is considered on its merits. But the process does not encourage consideration of what the effects of each budget will be on other types of institutions -- how Regents budget decisions will affect vocational-technical schools and private colleges, how grants and student aid targeted for private institutions will affect public institutions.

All these dollars are spent with one aim in mind -- to make sure Georgians can get the types of education they need to promote the well-being of both themselves and the state. Yet, the many budget decisions are not made in a way that assures that all work together to reach best this one aim.

The Committee has also heard concerns about the adequacy of funding for postsecondary education. For the University System of Georgia, the question of the level of total System appropriations has been thoroughly examined by the Study Committee on Public Higher Education Finance. However, that Committee did not look at how the total appropriations "pie" is divided up among the System's 33 colleges and universities, but a Committee survey showed that some institutions had serious concerns about this process. In addition, the directors of the public vocational-technical schools have publicly stated that the State funding system does not respond adequately to their needs.

The State needs to make sure that postsecondary education gets the dollars it needs to serve the needs of Georgians and Georgia. It is equally important to make sure that all the money spent in various programs works together efficiently to reach this aim. In order to complement the work of the Study Committee on Public Higher Education Finance, the state needs studies of the process of allocating funds to public colleges and universities, of appropriating and allocating money to the public vocational-technical schools, and of ways of coordinating all State budget decisions affecting postsecondary education.

EQUITABLE OPPORTUNITY

Georgia has committed itself to providing equitable opportunity to participate in postsecondary education -- as students, faculty, and administrators -- to all its citizens. However, not everyone is convinced that adequate results have been obtained. Progress in overcoming sex discrimination in vocational-technical programs has been questioned. Considerable differences, in terms of sex, race, and age, have been found in how well financial aid programs meet the needs of students. Faculty members still charge institutions with discrimination in promotions and salary decisions. Historically black institutions remain predominantly black, and the quality of these institutions is still a question mark in some minds.

Activity is taking place in most of these areas. But the activities have perhaps become bureaucratized. Forms are filled out, reports are submitted, duties that have become routine are carried out.

Bureaucratization is not in itself bad. It shows that the problem is one needing continuing oversight. But the goals behind the establishment of bureaucratic activities sometimes have a way of being forgotten. The State needs to reassure itself that this bureaucracy is effective. Now is the time for a comprehensive review of results in this area. Georgia needs to know where it stands on all aspects of the equitable opportunity question. It needs to know whether a renewed commitment is necessary or whether equitable opportunity has become what it ought to be -- an accepted and effective routine.

GOVERNANCE OF VOCATIONAL-TECHNICAL EDUCATION

Nearly everyone seems to agree that the governance of public postsecondary vocational-technical schools is in need of overhaul. The current governance structure is largely based on the 1963 recommendations of the Sanders Commission. That group described its own recommendations as less than ideal but politically acceptable. It admitted that its recommended structure would probably lead to duplication of services between the vocational-technical schools and the junior colleges under the Regents.

By the 1970's, the Georgia Advisory Council on Vocational Education and various local and State leaders in vocational education were voicing concerns over one or more aspects of the current structure. By 1978, the controversy was big enough that the Georgia Educational Improvement Council issued an extensive report on the subject, the "Smith" report. A major concern of that report was the apparent inability of the current structure to coordinate effectively the planning of programs in vocational-technical fields by the high schools, the postsecondary vocational-technical schools, and the junior colleges. In 1979, this Committee recognized the question as one of ten priority issues facing the State. In 1980, the Georgia Area School Directors Association (the chief executives of the public vocational-technical schools) issued a position paper identifying 11 problem areas for their schools. The first three were governance, inadequate coordination of program planning, and unresponsive state leadership, and the remainder were specific problems that were more or less tied to the first three. For the past two years, a joint Legislative study committee has identified concerns with the governance of vocational-technical education and called for changes. Only minor changes have resulted.

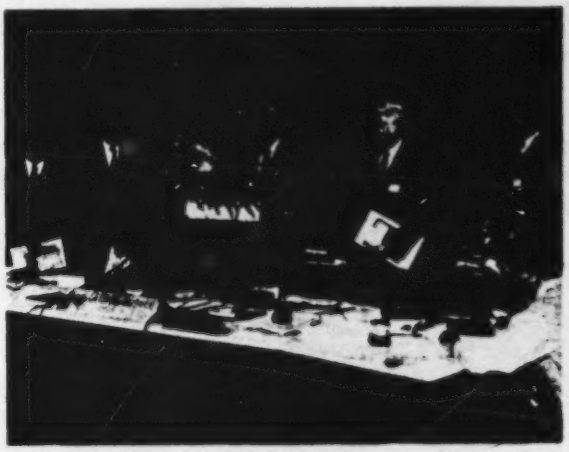
Lanier Tech, Oakwood

The Committee believes the time for talk is over. It is time for Georgia to do something about vocational governance. But it will not be easy, because a real solution will affect more than the postsecondary vocational-technical schools. Just as the Sanders Commission predicted, a major part of the problem, repeatedly noted by the parade of studies and reports, is lack of effective coordination of program planning for vocational education between all levels of secondary and postsecondary education. And the potential for duplication has now been magnified by the decision to introduce associate-degree programs into the vocational-technical schools.

The State needs to commit itself to resolving the question of vocational governance. Key actors in the controversy -- the Governor, the Legislature, the Regents, the State Board -- need to agree on a process that can come up with answers that will be implemented, including a specific deadline for final actions. The Committee believes that another study of the problem will be effective only if the group convened to do so has both the recognized expertise and the influence within the affected parties to guarantee virtually beforehand that its recommendations will be followed. Other procedures may be equally promising, but none will produce results unless a clear commitment is made by State leaders to break through the current impasse.

INSTITUTIONAL ROLES

Postsecondary institutions in Georgia lack a clear and comprehensive definition of what each should be doing. For example, in an area related to an earlier concern expressed by the Committee, nearly every public institution has taken on the job of raising the basic skill levels of poorly prepared students to the minimum required for success in postsecondary education. Among colleges and universities, admission standards are remarkably similar regardless of the levels of degrees offered, and there is no clear difference between the mission statements of public junior and senior colleges. As a result, some students may have difficulty in finding a school particularly suited to their educational needs, and others may find themselves without an opportunity at all to try their hand at college work. Institutions of different types -- vocational, junior, senior, and university-level -- often have a considerable overlap in the range of programs, in terms of level, that they offer: Two institutions in the state offer everything from a vocational certificate to a doctoral degree. As noted in the section on vocational governance, there has been concern that vocational programs are being duplicated by different types of institutions, and now vocational-technical schools are beginning to offer associate degrees.



Postsecondary education leaders look on as Governor Busbee releases "The Bridge." Others, from left: Dr. David Morgan, Governor's Committee; Vice Chancellor Dean Propst, University System of Georgia; State Superintendent of Schools Charles McDaniel; President Walter Murphy (LaGrange College), Association of Private Colleges and Universities in Georgia; and President Ray DeArmond (Massey Business College), Georgia Private School Association

At the same time that this overlap in programs and missions is existing, there are also a large number of programs in all types of institutions that produce so few graduates annually as to call into question their efficiency. The upshot of all this is that State-level planners and decision-makers have no adequate framework to help them make sure that residents around the state have the range of educational services they need, since responsibility for providing various types of services have not been clearly assigned. On the other hand, it is also hard to know when unnecessary dollars are being spent to provide duplicative and perhaps underused services.

Two recent Committee publications have addressed portions of these problems. *Balancing Educational Opportunity with Academic Quality* proposes state policies on institutional roles in developmental studies and on the differentiation of admissions standards. *Balancing Geographic Access with Georgia's Needs* suggests standards on which the need for new and existing programs can be judged, looks at the clarity of mission statements, and proposes ways of coordinating the planning of all types of institutions. But these proposals need to be part of a bigger package if they are to be most effective.

The State needs to take a comprehensive look at what Georgia's institutions of postsecondary education are doing, compare that list to the range of services that needs to be provided to Georgia's citizens, and then set forth the role each system and type of institution should have in meeting these needs. Taken together, the Committee reports mentioned above, the statewide needs-assessment project being completed by the University System, and the Office of Vocational Education's master plan should provide a firm foundation for an effort of this sort. Such a statewide plan, while it cannot be as simple and straightforward as it may sound, can assist the State in assuring that the educational needs of its citizens are met and, at the same time, help it concentrate its resources efficiently in meeting identified problems.

ADVISORY COMMISSION

The State has no permanent mechanism for assuring, from a comprehensive viewpoint, that the needs of Georgia and Georgians for postsecondary education are being met effectively and efficiently. Each of the current boards or agencies established by statute or constitutionally has a limited role in providing for these needs. Because of this necessary division of labor, none of these organizations are or legitimately can be charged with carrying out a number of State functions considered vital by the Committee. Among these are:

Maintenance of a State-level capacity to collect, analyze, and disseminate comparable basic data on all sectors of postsecondary education.

Regular monitoring of the achievement of State goals for postsecondary education as a whole, and periodic reevaluation and revision of the goals themselves.

Promotion of interinstitutional communication and cooperation, especially across sectoral boundaries, regarding program planning and the sharing of instructional resources and facilities.

On-going analysis of all-sector data to identify emerging issues and problems before they reach crisis proportions. For example, the Committee has recommended that the health of the private and proprietary sectors be regularly monitored so that the State can take steps to assure that the diversity of educational opportunities in Georgia is preserved.

Review of institutional and system-wide plans for program and facility development and of specific proposals for new programs in order to advise on the relationship of such plans and proposals to each other and to State goals and needs.

Furthermore, some of the activities needed for effective State responses to the priority concerns discussed in the previous sections might best be handled by a group with this sort of broad perspective.

Therefore, the Committee believes that the State needs an advisory commission on postsecondary education. As the term implies, such an organization does not require any governing authority. It should include representation of all sectors of postsecondary education and the general public. While a commission established by executive order can meet this need, it should be established in law. A statutorily based group will have the stability and clarity of purpose needed for it to serve the state most effectively.

COMMITTEE PUBLICATIONS

	Summary Reports	Background Research Reports
1979	Postsecondary Issues: Action Agenda for the Eighties	Postsecondary Education in Georgia
		Postsecondary Issues in Perspective
		Data Sources on Postsecondary Education in Georgia
		Working Papers of Governor's Committee on Postsecondary Education
1980	Georgia Postsecondary Education in the Eighties: Goals and Objectives	
1981	Georgia Postsecondary Education: Where We Are and Where We Need To Be	Lifelong Educational Opportunities
		Counseling, Advisement, and Career Services
		Diversity and Geographical Availability of Postsecondary Institutions
		Preservation of Public and Private Institutions
		Programs Encouraging Postsecondary Participation
		Responsiveness to Changing Needs
		Policies Affecting Responsiveness
		Users' Influence of Planning
		Cooperation to Avoid Duplication
		Public Awareness
1982	New Directions for Student Aid in Georgia	Student Aid in Georgia: Outlook and Recommendations for the Mid 1980's
	Balancing Geographic Access with Georgia's Needs	Georgia Postsecondary Education: Recommended Policies on Geographic Access, Duplication, and Program Planning
	Balancing Educational Opportunity with Academic Quality	Georgia Postsecondary Education: Balancing Admissions and Remediation Policies with Academic Quality
	Maintaining Progress in Georgia Postsecondary Education: Recommendations for Today, Concerns for Tomorrow	

In addition, the Committee now publishes each fall *The Bridge* , a publication which lists all postsecondary education opportunities in Georgia by region of the State.